

# Havelock Day Nursery

Diana Princess of Wales Hospital, Scartho Road, Grimsby, North East Lincolnshire,  
DN33 2BA



## Inspection date

29 January 2018

Previous inspection date

18 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff share information with parents about their children's care and learning. For example, parents of babies receive a daily diary and all parents receive a newsletter to inform them of what their children will be learning.
- The manager demonstrates a commitment to promoting healthy eating across the nursery and for children at home. She provides information for parents about providing a healthy lunchbox and offers children fruit when they leave at the end of the day.
- Staff find out about children's medical and dietary requirements when they first start. The cook provides children with a good range of healthy snacks and meals, and meets children's individual dietary needs.
- Staff play alongside children and provide activities to support their interests. They plan activities based on their knowledge of the child and what they need to learn next. Children make good progress in their learning.
- The manager monitors the progress made by groups of children. This has helped her to review the environment to provide boys with more opportunities to develop their mathematical and literacy skills.

### It is not yet outstanding because:

- Staff do not always quickly recognise when to adapt their teaching to further extend and challenge children's learning.
- Systems to enhance staff's professional development are not yet rigorous enough to consistently raise the quality of teaching and extend children's learning even further.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- help staff quickly and consistently identify when to adapt activities to challenge children, to help them learn at the highest level
- strengthen staff's professional development, to consistently raise the quality of teaching and extend children's learning even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of their responsibilities to keep children safe and know where to report any concerns they have regarding their welfare. They regularly count the number of children present and ensure that risk assessments are carried out, removing any identified hazards. This promotes children's safety in the nursery. The manager and staff share information about children's levels of development with schools when children move on, supporting consistency in learning. The manager supports her staff through supervision and appraisal meetings. Recruitment procedures are robust and ensure that staff are suitable in their role. Self-evaluation is effective and identifies changes to improve outcomes for children.

### Quality of teaching, learning and assessment is good

Staff use observations and assessments effectively to identify what children need to learn next. They share these with parents and provide them with ideas and suggestions about how they can continue to support children's good progress at home. For example, in the baby room, staff guide parents on toileting and sleep routines. Staff support children who speak English as an additional language well. They gather key words in their home language and use these to help children develop their understanding. Staff help children to develop their mathematical skills and to use numbers in their play. They ask children how many bags they are carrying, and children answer correctly. Through small-group activities, staff promote children's literacy skills well. They help children to recognise letters of the alphabet. Children talk confidently and tell staff that the words, 'scrape' and 'smell' begin with the same sound.

### Personal development, behaviour and welfare are good

Children are confident in their interactions with staff. The key-person system works well in supporting children when they move rooms in the nursery. Staff go with children for visits and share information with the child's next key person, to support consistency. Staff talk to parents about baby's routines at home, such as feeding and sleeping, and try to promote this in the nursery. This helps babies to feel emotionally secure. Staff encourage children to do things for themselves. Babies use cutlery to feed themselves, older children wipe their nose and put tissues in the bin. Staff give children lots of praise and encouragement, helping to raise their self-esteem. They talk to children about their feeling and what makes them happy, sad and angry.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. Children learn key skills in readiness for their move on to school. They join in group activities and learn to share and take turns, promoting positive behaviour. Babies extend their physical skills when they hold on to toys to help their early walking skills. Younger children enjoy kicking footballs and ride on bicycles. Older children demonstrate their imagination when they pretend to go to the shops to buy burgers and chocolate cake.

## Setting details

<b>Unique reference number</b>	205585
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	1087633
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	For Under Fives Limited
<b>Registered person unique reference number</b>	RP907030
<b>Date of previous inspection</b>	18 February 2014
<b>Telephone number</b>	01472 870618

Havelock Day Nursery registered in 1997. The nursery employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, three at level 5 and two at level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays and for one week between Christmas and New Year. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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